

Goose Creek Consolidated Independent School District

Stuart Career Tech High School

2025-2026 CIP Periodic Update - November 2025



Mission Statement

The Mission at SCTHS is to EQUIP students with ACADEMIC and CAREER OPPORTUNITIES that successfully PREPARE, EMPOWER, and PROPEL our graduates into THEIR FUTURE.

Vision

Our Vision is that SCTHS graduates will possess the academic knowledge and employability traits necessary for the continued pursuit of additional post-secondary academic education or career specific training to create access and success in high skills, high demand careers in the community we serve and beyond.

Teaching that Engages	Through project-based learning, teachers design real-world inquiry-based curricula, so students learn to collaborate and problem solve.
Culture that Empowers	Learning is relevant and creates a collaborative culture in which students become connected to, engaged with, and challenged by our school, their teachers, and their peers.
Outcomes that Matter	Learning outcomes measure written and oral communications, and the development of student responsibility for their learning.
Technology that Enables	Teachers and students create, communicate, access information, and experience self-directed learning in a technology-rich environment.

Value Statement

As a career focused campus partnering with local colleges and regional industries, we hope to develop the potential future employees that leave high school with the necessary skills to enter the workforce and/or to continue at an institute of higher learning.

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025-2026 school year aims to increase STAAR performance in ELA I and ELA II by by a minimum of 4% in the Masters performance category , which will also contribute to gains at the Approaches and Meets levels. Current Data indicates:

2024-25 School Year: ELA I
Approaches - 71% (State 66%)
Meets - 50% (State 51%)
Masters - 9% (State 16%)

2025-26 School Year: ELA I Targets: Approaches-74%, Meets-53%, Masters-13%

2024-25 School Year: ELA II
Approaches - 73%(State 71%)
Meets - 54% (State 56%)
Masters - 1% (State 8%)

2025-26 School Year: ELA II Targets: Approaches- 76%, Meets-57%, Masters - 5%

If targeted instructional strategies, data-driven interventions, data trackers, and teacher professional development are implemented with fidelity, then student achievement in ELA I and ELA II will increase by at least 4% in the Approaches, Meets, and Masters categories on the 2026 STAAR assessment.

Evaluation Data Sources: STAAR results, benchmark assessments, CBA data, PLC and CFA data, universal screeners, walkthroughs, coaching rounds, and TELPAS results.

Strategy 1 Details		Formative Reviews		
Strategy 1: The campus will Implement weekly writing practice for the Short Constructive Responses with feedback aligned to STAAR rubrics and AVID strategies that will be shared in campus wide PLCs for other subject areas to use as well. The entire campus will implement the ACE strategy after 9/28 Campus PLC. SCR's will be expected once a week in every class on campus. If the campus implements weekly writing practice for Short Constructive Responses with rubric-aligned feedback, shares strategies in PLCs, and requires all teachers to use the ACE strategy beginning 9/28 with weekly SCR's in every class, then students will develop consistency in written responses, strengthen critical thinking and evidence-based explanations across content areas, and demonstrate improved performance on STAAR assessments. Strategy's Expected Result/Impact: These strategies will lead to measurable growth in student outcomes by addressing learning gaps, enhancing teacher effectiveness, and increasing student confidence in reading and writing. The expected outcome is a 3% increase across all STAAR performance levels in ELA I and ELA II, demonstrating progress toward campus accountability goals and improved academic success for all learners. Staff Responsible for Monitoring: Campus Principal and Academic Dean		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: The campus will implement small group instruction on reteach days by grouping students based on data from CUAs, checkpoints, and formative assessments. Teachers will use targeted lessons, guided practice, and scaffolds to address misconceptions, while providing enrichment opportunities for students who have already mastered the content. If the campus implements small group instruction on reteach days, then teachers can target specific student misconceptions, provide personalized support, and accelerate mastery of priority TEKS, resulting in improved student outcomes on assessments. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of high-priority TEKS as evidenced by growth on CUAs, interim assessments, and STAAR results. Achievement gaps among subpopulations will narrow, and overall student performance at the Approaches, Meets, and Masters levels will improve. Staff Responsible for Monitoring: Campus Principal and Academic Dean		Formative		
		Nov	Feb	June
Strategy 3 Details		Formative Reviews		
Strategy 3: The campus will use progress monitoring through the use of data-trackers, Progress learning for all students, and Summit K12 for targeted support for emerging bilinguals. Strategy's Expected Result/Impact: These strategies are expected to produce measurable growth in student outcomes by closing learning gaps, enhancing teacher effectiveness, and building student confidence in reading and writing. The anticipated result is a 4% increase across all STAAR performance levels in ELA I and ELA II, demonstrating progress toward campus accountability goals and fostering improved academic success for all learners. If the campus uses progress monitoring through data trackers, implements Progress Learning for all students, and provides Summit K12 for targeted support for emerging bilinguals, then teachers will be able to track growth in real time, deliver differentiated instruction, and ensure both general education and EB students demonstrate measurable gains on assessments and STAAR outcomes. Staff Responsible for Monitoring: Campus Principal and Academic Dean		Formative		
		Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: The English team will embed cross-curricular writing and analysis tasks connected to CTE career pathways in order to strengthen real-world application of literacy skills and prepare students for the English I and English II STAAR exams. Students will engage in extended constructive responses (ECRs) and short constructive responses (SCRs) modeled after technical fields (e.g., analyzing diagnostic data in Automotive/Diesel, evaluating safety procedures in Welding/Pipefitting, or creating client communication drafts in Digital Communication). Teachers will also integrate scientific analysis tasks tied to agriculture, veterinary, or culinary contexts. Instructional planning will be aligned with CTE partners to ensure writing prompts mirror authentic workplace tasks while reinforcing STAAR writing expectations. If English teachers embed cross-curricular writing and analysis tasks tied to CTE career scenarios, then students will strengthen their ability to write purposefully, analyze complex texts, and apply academic language in authentic, career-based contexts, resulting in improved performance on English I and English II STAAR assessments and increased workforce readiness skills. Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, enhancing certification readiness and practical understanding. Staff Responsible for Monitoring: Principal, Academic Dean, and Teachers		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
Strategy 5: "ECR Writing Focus Group: To provide intensive, focused writing instruction to M&M and SPED students in preparation for the STAAR ECR. 1) Identify Student Needs: Analyze STAAR data to identify the specific students who scored a 0 on the ECR. Group students based on similar challenges in writing. 2) Develop Curriculum: Create frequent, concentrated sessions throughout the school year with this targeted group that highlight ECR techniques including thesis statements, supporting evidence (specific, embedded, and in quotation marks), and clear organization. For instance, acronyms to remind those students the elements of ECR which they will slowly be weaned off once they become more confident in responding to prompts. Teachers will also offer more focused writing conferences and connect them with students who are mastering writing ECRs for student to student feedback. They will be paired with a peer tutor. Costas Questioning, Utilize Progress Learning to further scaffold, reteach, and practice reading comprehension and writing skills. "Good readers make good writers." 3) Interactive Workshops: Organize frequent feedback opportunities, where students actively practice responding to ECR prompts. Use peer reviews and teacher feedback to guide improvement. 4) Progress Monitoring: Use district assessments to track student growth and adjust instruction as needed. Strategy's Expected Result/Impact: As a group, we will decrease the percentage of M&M/SPED students who receive a 0 on the ECR portion of STAAR to 31% or lower for M&M and 38% or lower for SPED on the ELA I STAAR. By incorporating good writing strategies, we will increase writing scores for all ELA students. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, and TLC		Formative		
		Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase STAAR performance in Algebra I by a minimum of 5% in the Masters and 23% in Meets performance category, which will also contribute to gains at the Approaches and Meets levels.

Current Data (2024-2025): 8% of Algebra I students scored at the Masters level on the STAAR exam.
2024-2025 School Year Results: Approaches - 82% (State 76%), Meets - 25%(State 47%) , Masters - 7% (State 29%).

2025-26 School Year: Approaches- 85%, Meets: 48%, and Masters: 12%

If we identify students who did not meet mastery on CUA, final, or interim assessments and intentionally spiral the most-tested TEKS throughout the year using targeted reteach strategies, then more students will master high-priority content, resulting in increased STAAR Masters performance. 10% of our 9th graders reached the Master's Level on their STAAR test last year.

Evaluation Data Sources: STAAR, Common Unit Assessments (CUA), interim assessments and checkpoints, teacher-created TEKS-specific mastery trackers, IXL, Mathia, or other digital platforms PLC documentation and reteach plans, formative assessments, and student work samples.

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will implement common note-taking structures, including AVID Focused Notes, and embed interactive learning strategies such as card sorts, scavenger hunts, and digital platforms (DeltaMath, Edpuzzle, Quizizz, Mathia, IXL, Bluebonnet resources). Teachers will also incorporate Costa's Questioning strategies to strengthen critical thinking and ensure consistency in rigor and engagement across classrooms. If math teachers implement common note-taking structures like AVID Focused Notes, embed interactive strategies such as card sorts, scavenger hunts, and digital platforms, and consistently use Costa's Questioning to build critical thinking, then students will engage more deeply with math content, develop stronger problem-solving skills, and demonstrate improved performance through rigorous and consistent classroom practices. Strategy's Expected Result/Impact: By May 2026, 90% of math students will consistently use common note-taking structures and demonstrate evidence of interactive strategies in their learning. At least 81% of students will show growth on campus-based benchmarks and STAAR, with improvements in problem-solving, critical thinking, and mastery of readiness standards. Staff Responsible for Monitoring: Campus Principal, TLC, and Teachers	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The Algebra I team will use Common Unit Assessments (CUAs), final exams, and interim assessments to identify mastery gaps. Teachers will prioritize highly tested TEKS for spiraled review and targeted instruction. Data trackers will be used to monitor progress and guide reteach cycles. Instruction will be supported through Progress Learning, reteach days, and PLC planning days to provide targeted interventions. Collaborative planning will ensure alignment of instruction, intervention strategies, and student supports across the Algebra I team. If the Algebra I team uses CUAs, finals, and interim assessments to identify mastery gaps, prioritizes highly tested TEKS for spiraled review, monitors progress with data trackers, and leverages Progress Learning, reteach days, and PLC planning for targeted interventions with collaborative alignment, then students will close gaps more effectively and show increased mastery and growth on Algebra I STAAR and other high-stakes assessments. Strategy's Expected Result/Impact: By April 2026, at least 20% of Algebra I students will demonstrate mastery of prioritized readiness TEKS on interim and CUA assessments. STAAR Algebra I results will show increased performance in the Meets and Masters categories, with a measurable reduction in students scoring below Approaches. Staff Responsible for Monitoring: Campus Principal, TLC, and Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Algebra I teachers will intentionally teach to the Texas Essential Knowledge and Skills (TEKS) by internalizing each standard and emphasizing the verbs to ensure students fully meet the expectations (e.g., represent, solve, justify, interpret, compare, analyze). Lessons, guided practice, and assessments will be designed to align with both the content and cognitive rigor required by the TEKS. If Algebra I teachers intentionally teach to the TEKS and ensure students complete all verbs within the standards, then students will master both the content and the rigor required, leading to improved performance on STAAR Algebra I. If Algebra I teachers intentionally teach to the TEKS and ensure students complete all verbs within the standards, then students will master both the content and the rigor required, leading to improved performance on STAAR Algebra I. Strategy's Expected Result/Impact: By May 2026, 90% of Algebra I instruction and assessments will demonstrate alignment to the verbs in the TEKS as evidenced by lesson plans, walkthrough data, and PLC documentation. At least 81% of Algebra I students will show mastery of verb expectations on campus benchmarks and STAAR Algebra I, leading to gains in Meets and Masters performance levels. Staff Responsible for Monitoring: Campus Principal, TLC, and Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Algebra I teachers will implement the ACE (Answer-Cite-Explain) strategy to improve student performance on Short Constructive Responses (SCRs). Students will be taught to provide clear answers, cite mathematical evidence (equations, graphs, or problem steps), and explain their reasoning in writing. If Algebra I teachers implement the ACE (Answer-Cite-Explain) strategy for Short Constructive Responses and teach students to provide clear answers, cite mathematical evidence, and explain their reasoning in writing, then students will strengthen their mathematical communication skills and increase their likelihood of earning full credit on SCRs, leading to higher overall STAAR performance. Strategy's Expected Result/Impact: By April 2026, at least 75% of Algebra I students will score 2 points or higher on campus-based SCRs using ACE, with a 25% reduction in zero-scored responses compared to 2024-2025 baseline data. This will result in measurable improvement in Meets and Masters performance levels on STAAR Algebra I. Staff Responsible for Monitoring: Campus Principal, TLC, and Teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase STAAR performance in Biology by a minimum of 3% in the Masters and 6% in Meets performance category, which will also contribute to gains at the Approaches and Meets levels.

Current Data (2024-2025): 11% of students scored at the Masters level on the STAAR exam.
2024-2025 Results: Approaches - 94%(State 91%), Meets - 57%(State 62%) , Masters - 11% (State 21%).

2025-26 School Year: Approaches- 95% Meets: 63%, Masters:14%

If we use assessment data to identify students who have not demonstrated mastery on high-impact Biology TEKS, and intentionally spiral those TEKS back into instruction through direct teaching, targeted review, and scaffolded intervention, then more students will deepen their conceptual understanding, leading to increased performance at the Masters level on the STAAR exam.

Evaluation Data Sources: STAAR results, interim, CUA data, PLC and CFA data, NWEA, and TELPAS results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Biology teachers will intentionally teach to the Texas Essential Knowledge and Skills (TEKS) by unpacking each standard and ensuring instruction, practice, and assessment require students to complete all verbs in the TEKS (e.g., describe, model, predict, analyze, compare, evaluate). Lessons will be designed to reflect the rigor of the verbs, ensuring students demonstrate not only recall of content but also higher-order scientific thinking. If Biology teachers teach directly to the TEKS and ensure students complete all verbs within the standards, then students will master both the content knowledge and scientific skills needed to succeed on STAAR Biology. Strategy's Expected Result/Impact: By May 2026, 90% of Biology instruction and assessments will demonstrate alignment to the verbs in the TEKS as evidenced by lesson plans, walkthrough data, and PLC documentation. At least 30% of students will demonstrate mastery of Biology TEKS verbs on campus-based assessments, resulting in increased STAAR Biology performance in the Meets and Masters categories. Staff Responsible for Monitoring: Campus Principal, Academic Dean, and TLC	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will analyze data from checkpoints, artifacts, CUAs, NWEAs, and interims to pinpoint TEKS where mastery has not been met; prioritize the most-tested and high-leverage TEKS in reteach plans; spiral content through weekly reviews, lab experiences, and scaffolded intervention groups; use reteach days, PLC planning, and data meetings to realign instruction based on student progress; and embed mastery tracking tools to support student ownership of learning. If the campus analyzes data from checkpoints, unit tests, and formative assessments to identify unmet TEKS, prioritizes high-leverage standards in reteach plans, spirals content through weekly reviews, labs, and intervention groups, and uses reteach days, PLCs, and mastery tracking tools to realign instruction, then Biology students will build stronger conceptual understanding and demonstrate measurable gains in mastery on high-stakes assessments. Strategy's Expected Result/Impact: STAAR results, interims, CUA data, PLC and artifact data, NWEA, and TELPAS results. Staff Responsible for Monitoring: Campus Principal, Academic Dean, and TLC will monitor weekly.	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the ACE (Answer-Cite-Explain) strategy across all Biology classrooms to improve student performance on Short Constructive Responses (SCRs) by ensuring students provide complete, evidence-based answers that demonstrate both scientific accuracy and higher-order thinking aligned with STAAR expectations. If Biology teachers embed the ACE strategy into weekly instruction and assessments, then students will strengthen their ability to provide evidence-based scientific explanations, leading to improved performance on STAAR SCRs. Strategy's Expected Result/Impact: By May 2026, at least 75% of Biology students will score 2 points or higher on campus-based SCRs using the ACE strategy, with a 25% reduction in zero-scored responses compared to 2024-2025 baseline data. This will lead to measurable improvement in the Meets and Masters performance levels on STAAR Biology. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, and TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase STAAR performance in U.S. History by 4% in the Masters and 8% in the Meets performance category, which will also contribute to gains at the Approaches .

Current Data (2024-2025): 33% of U.S. History students scored at the Masters level on the STAAR exam.

2024-2025 Results:
Approaches - 96%(State 91%)
Meets - 70% (State 62%)
Masters - 33% (State 37%).

2025-26 School Year: Approaches-96%, Meets: 78%, Master's: 37%

If students do not meet the 37% Masters benchmark on Common Unit Assessments, Final Exams, or Interim Assessments, and we respond by strategically spiraling the most-tested TEKS through targeted, high-rigor instruction and review throughout the year, then students will build the deep historical understanding and critical thinking skills necessary to perform at the Masters level--resulting in higher overall achievement across all STAAR performance categories.

Evaluation Data Sources: STAAR, Common Unit Assessments (CUA), interim assessments NWEA, artifacts, and checkpoints, teacher-created TEKS-specific mastery trackers, Progress Learning or other digital platforms, PLC documentation and reteach plans, formative assessments and student work samples

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will identify and prioritize high-frequency, high-impact TEKS based on the STAAR blueprint and past performance trends; use data-driven reteach plans after each major assessment (CUA, finals, interim) focused on student misconceptions and analysis of question stems; implement high-rigor instructional strategies such as SCR, timed writing with primary sources, and Socratic seminars to develop analysis and synthesis skills; leverage reteach days, Progress Learning, and PLC time for collaborative planning of spiral review activities; and provide enrichment opportunities for potential Masters students, including STAAR-aligned mini-lessons and extension tasks during lunch or tutorials. If the campus identifies and prioritizes high-frequency, high-impact TEKS, uses data-driven reteach plans after each major assessment to address misconceptions, implements high-rigor strategies like SCRs, timed writings, and Socratic seminars, and leverages reteach days, Progress Learning, PLC time, and enrichment opportunities for potential Masters students, then student performance on STAAR will increase across all achievement levels (Approaches, Meets, and Masters) through stronger alignment, deeper critical thinking, and targeted support. Strategy's Expected Result/Impact: STAAR results, interims, CUA data, PLC and artifact data, universal screeners, and TELPAS results. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Implement a campus-wide initiative to improve student performance on U.S. History Short Constructive Responses (SCRs) by embedding the ACE (Answer-Cite-Explain) strategy into weekly instruction, formative assessments, and targeted interventions. Teachers will explicitly model, scaffold, and monitor student use of ACE to ensure constructed responses demonstrate content mastery, use of evidence, and analysis of historical significance. If U.S. History teachers consistently implement the ACE strategy (Answer-Cite-Explain) in daily instruction and assessments, then students will produce complete, evidence-based responses that increase STAAR SCR scores and reduce zero-point responses. Strategy's Expected Result/Impact: By May 2026, students will demonstrate improved proficiency in U.S. History Short Constructive Responses through consistent use of the ACE strategy. At least 75% of students will score 2 points or higher on campus-based SCR assessments, with a 25% reduction in zero-scored responses compared to the 2024-2025 baseline. This improvement will contribute to higher Domain I performance on STAAR U.S. History and support the campus's overall goal of raising mastery levels. Staff Responsible for Monitoring: Campus Principal, Teachers, and TLC		Formative		
		Nov	Feb	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Embed systematic dictionary usage into classroom instruction by requiring Emergent Bilingual (EB) students to regularly use word-to-word dictionaries and encouraging all students to engage with content-specific dictionaries. This practice will familiarize students with key academic vocabulary prior to the STAAR test, where dictionary access is not permitted, ensuring students can independently apply academic language knowledge. If teachers embed systematic dictionary usage into classroom instruction by requiring Emergent Bilingual students to use word-to-word dictionaries and encouraging all students to practice with content-specific dictionaries, then students will build familiarity with academic vocabulary and be better prepared to independently apply language knowledge on STAAR where dictionaries are not permitted. Strategy's Expected Result/Impact: By May 2026, 100% of Emergent Bilingual students will demonstrate proficient use of word-to-word dictionaries as documented through classroom walkthroughs and vocabulary logs. At least 80% of all students will show mastery of identified U.S. History academic vocabulary on campus-based assessments, contributing to a measurable increase in STAAR reading comprehension and constructive response scores Staff Responsible for Monitoring: Campus Principal and Teachers		Formative		
		Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure all U.S. History instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) by emphasizing the precise verbs within each standard. Teachers will design lessons, checks for understanding, and assessments that explicitly require students to complete every action verb in the TEKS (e.g., analyze, compare, evaluate, explain, identify). If U.S. History teachers ensure instruction, checks for understanding, and assessments are aligned to the TEKS by emphasizing the precise verbs within each standard, then students will master both the content knowledge and the rigor required, leading to improved performance on STAAR U.S. History. Strategy's Expected Result/Impact: By May 2026, 90% of U.S. History lessons and assessments will show alignment to the TEKS verbs as evidenced by lesson plans, walkthrough data, and PLC reviews. At least 80% of students will demonstrate mastery of grade-level TEKS verbs on campus-based assessments, leading to improved performance on STAAR questions requiring higher-order thinking (analyze, evaluate, explain). Staff Responsible for Monitoring: Campus Principal and Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: U.S. History teachers will implement Pear Deck with embedded activities to ensure students engage with the TEKS at the appropriate cognitive level. Teachers will incorporate frequent Checks for Understanding strategies such as turn-and-talk, 4 corners, card sorts, Odd One Out, and Focused Notes. Exit strategies including 3-2-1 reflections, turn-and-talk, High 5 Summaries, and Costa's Questioning will be used to measure student understanding and adjust instruction. If U.S. History teachers use Pear Deck with embedded activities, frequent checks for understanding, and structured exit tasks, then students will engage with TEKS at the correct cognitive level and demonstrate improved mastery on STAAR U.S. History. Strategy's Expected Result/Impact: By April 2026, 90% of U.S. History lessons will include interactive engagement through Pear Deck and formative checks for understanding. At least 80% of students will demonstrate mastery of lesson objectives on exit tasks and campus-based assessments, contributing to improved STAAR U.S. History performance in Meets and Masters levels. Staff Responsible for Monitoring: Campus Principal, TLC, and Teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: SCTHS will ensure that 100% of students graduate college- and career-ready while also increasing the percentage of students meeting college readiness benchmarks on the TSIA2 in Reading, Writing, and Mathematics to strengthen CCMR outcomes.

Evaluation Data Sources: Transcripts, 4-year plans, Eduthings - IBC verifications, Progress Learning, Albert io, IXL, and trackers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Admin and counselors will hold goal setting meetings with individual students discussing four-year plans and CCMR eligibility. Strategy's Expected Result/Impact: Maintain CCMR Rating with increased student ownership. Staff Responsible for Monitoring: Admin and Counselors	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent meeting explaining four-year plans and opportunities for industry-based certifications. Strategy's Expected Result/Impact: Maintain CCMR Rating with increased student ownership. Staff Responsible for Monitoring: Campus Administration and Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: SCTHS will work with Advisory Board Members to increase industry professionals' collaboration with students through speaking engagements, mentoring and project-based learning. Strategy's Expected Result/Impact: Maintain CCMR Rating with increased student ownership. Staff Responsible for Monitoring: Campus Administration, counselors, and CTE Teachers	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Administer Progress Learning TSIA2-aligned assessments at the beginning of the semester while using results to identify student performance levels (Approaches, Near, Meets, Exceeds). Assign scaffolded practice modules for students who fall below benchmark areas. Assign IXL skill plans for students demonstrating partial mastery to build fluency and close specific gaps. Integrate Albert.io practice for higher-level enrichment, timed practice, and college-readiness exposure. Reassess with Progress Learning bi-weekly to monitor student growth. Share progress reports with students and set individual TSIA2 goals. Strategy's Expected Result/Impact: Increase in the percentage of students meeting college readiness benchmarks on the TSIA2 Reading, Writing, and Math assessments. Improved student confidence and ownership of their progress. Strengthened CCMR indicators contributing to overall Domain I and Domain II performance. Staff Responsible for Monitoring: Admin, Counselors, CPM, and CPE teachers	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will strengthen the partnership between home, school, and community by providing ongoing communication and opportunities for involvement that educate and inform students, teachers, and parents, resulting in increased family engagement and improved student academic and behavioral outcomes.

If the campus provides consistent communication and meaningful opportunities for parents and community members to engage in the educational process, then students will benefit from stronger home-school-community partnerships, leading to higher attendance, improved behavior, and increased academic achievement.

Evaluation Data Sources: Teacher/Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Via the website, quarterly newsletter, social media, and ParentSquare, SCTHS will provide parents with information addressing campus data, announcements, grade reports, success strategies, graduation requirements, and upcoming events and activities. Strategy's Expected Result/Impact: We will see an increase in parent participation. Staff Responsible for Monitoring: Campus Administrators, Webmaster	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: SCTHS will host monthly "Coffee with the Counselors" events to inform parents about critical topics such as vaping, graduation credits, financial aid, and more. Strategy's Expected Result/Impact: We will see an increase in parent participation. Staff Responsible for Monitoring: Campus Administrators, Webmaster	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: SCTHS will work with its Advisory Boards and Partners in Education to promote education and community support. The school will collaborate with Advisory Board members to increase industry professionals' engagement with students through speaking engagements, mentoring, and project-based learning. Strategy's Expected Result/Impact: We will see a greater contribution to the community, increased industry participation, maintenance of the CCMR rating, and increased student ownership. Staff Responsible for Monitoring: Campus Administrators and CTE Teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, increase attendance percentages, and elevate morale for all students and staff.

If the campus consistently upholds high expectations, structured processes, and safe operations, then students will feel supported and secure, leading to improved academic performance, positive behavior, higher attendance rates, and increased morale among both students and staff.

Evaluation Data Sources: PBIS Reports, Attendance Reports, Failure Reports, and Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The staff will focus on quality first-time instruction--incorporating higher-order thinking questions, AVID strategies, project-based learning, differentiation, and question stems that require analysis, evaluation, and creation--and on aligning the curriculum to fully address and teach the entire TEK. Strategy's Expected Result/Impact: STAAR test results and dual credit grades will reflect student success and growth. Staff Responsible for Monitoring: Campus Administrators and Content Specialists	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will practice writing in all classes by embedding cross-curricular writing and analysis tasks tied to CTE careers, their subjects, and real-world applications through the use of AVID WICOR strategies. Strategy's Expected Result/Impact: Students will improve ECR performance and content mastery by making meaningful connections between academic skills and real-life roles in health, law, and industry. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Spiral in most-tested TEKS across the year Strategy's Expected Result/Impact: Students will retain high-leverage concepts, increasing their confidence and performance on cumulative assessments such as STAAR. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Use data-driven instruction informed by CUA, interim, and benchmark assessments, analyzed by administrators, teachers, students, and PLC groups. Strategy's Expected Result/Impact: Instruction will be more responsive and targeted, resulting in fewer 0s on ECRs and greater movement toward Meets and Masters levels on STAAR. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Align instruction with CCMR skill-building, including evidence use, argumentation, and data interpretation. Strategy's Expected Result/Impact: Students will be better prepared for postsecondary expectations, including college-level writing, technical reasoning, and workforce scenarios. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, and Leadership team.	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Foster core-CTE collaboration to bridge academic and technical learning through the use of the House System. Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, boosting certification readiness and practical understanding. Staff Responsible for Monitoring: Campus Principal, Academic Dean, Teachers, PLC groups, House PLC, and Leadership team.	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers, administrators, and counselors will hold goal-setting meetings with students and parents to discuss four-year plans and CCMR eligibility. Strategy's Expected Result/Impact: Maintain CCMR rating and increase student ownership. Staff Responsible for Monitoring: CTE teachers, Counselors	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Guidelines and criteria will be presented so students know the minimum performance expectations at SCTHS. Administrators and counselors will review the performance of any student failing to meet these expectations, develop a success plan to help the student remain at SCTHS, and provide support. Students must comply with their individual support plan to the best of their ability. Strategy's Expected Result/Impact: This will create higher retention rates at SCTHS. Staff Responsible for Monitoring: Campus Administrators and Counselors	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: When students express a desire to leave SCTHS, a conference will be scheduled with parents, the student, and school officials to determine the reasons and explore what can be done to encourage them to stay and complete their pathway. Strategy's Expected Result/Impact: This will create higher retention rates at SCTHS. Staff Responsible for Monitoring: Campus Administrators and Counselors	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide incentives through PBIS for students achieving various accomplishments, including perfect attendance, all A's, all A's and B's, as well as improved attendance and grades for each grading period and semester. Strategy's Expected Result/Impact: Increase student attendance, improve student performance in all classes, and decrease behavior issues. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Student Council will meet once per grading period with the campus Principal to discuss overall student needs and student concerns. Strategy's Expected Result/Impact: We will increase student voice on campus. Staff Responsible for Monitoring: Campus Administrators and Student Council Sponsors	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

If the campus recruits, develops, and retains highly effective personnel through strategic hiring practices, ongoing professional development, and a supportive, collaborative work environment, then teacher quality and satisfaction will increase, instructional practices will strengthen, and student outcomes will improve across all measures of academic achievement and school culture.

Evaluation Data Sources: Staffing reports

Strategy 1 Details	Formative Reviews		
Strategy 1: SCTHS administration will attend job fairs and recruit early from a pool of highly effective teachers in all subject areas. This will ensure that all assignments and reassignments are filled with highly effective staff. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue the campus teacher induction program and mentorship initiatives. Strategy's Expected Result/Impact: Positive new teacher experiences lead to high retention. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Use data-driven instruction informed by CUA, interim, and benchmark assessments while fostering student ownership through data tracking and goal setting. Utilize RARE Days, Progress Learning, and PLC planning to create responsive reteach plans and targeted enrichment. Strategy's Expected Result/Impact: Students will more effectively apply math, science, literacy, and history skills within their CTE programs, boosting certification readiness and practical understanding. Staff Responsible for Monitoring: Campus Principal, Academic Dean, and Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: SCTHS will utilize collaborative teamwork for instructional planning, including data analysis by grade, house, and subject during PLC and House meetings for analysis and dialogue; creation of individual student data analyses and the establishment of student conferences; and development of intervention plans. Strategy's Expected Result/Impact: CUA assessment data will show higher achievement for all student groups compared to last year's scores. Staff Responsible for Monitoring: Campus Administrators, Content Specialists, and Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: To improve the implementation of instructional strategies for all students, appraisers will complete at least 10 walkthroughs per week and provide feedback to at least 5 teachers. Strategy's Expected Result/Impact: Evidence of instructional strategies will be documented. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: SCTHS will host TMS specialists to increase awareness of the different electronic programs available to teachers for implementation on their iPads or online. Strategy's Expected Result/Impact: We will foster an increase in teachers' use of technology. Staff Responsible for Monitoring: TMS Specialists and Campus Administration	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: SCTHS staff will receive overview training to help teachers recognize signs of bullying, teen violence, and campus- or home-based abuse. Strategy's Expected Result/Impact: We expect to see an increase in student achievement. Staff Responsible for Monitoring: Campus Administrators and Counselors	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Career and Technology Education State Program - The campus will facilitate funds to prepare students for successful careers in a dynamic economy by improving program quality, expanding access, supporting educators, and aligning with workforce demands. Strategy's Expected Result/Impact: Student and Staff Data Reports Program of Study Reports Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Staff and Program materials - Coordination of Local and State Funds - CTE Funds - \$1,000,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that addresses at-risk student academic improvement. Strategy's Expected Result/Impact: 5% increase in student achievement scores Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Intervention Teachers - Coordination of Local and State Funds - SCE Funds - \$140,000, Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$5,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: College, Career, and Military Readiness State Program - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department. Strategy's Expected Result/Impact: PSAT Improvement TSIA Improvement Dual Credit Improvement Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$85,000	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$400.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Staff and Program materials	CTE Funds	\$1,000,000.00
5	2	5	Costs for Intervention Teachers	SCE Funds	\$140,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$5,000.00
5	2	6	Costs for College and Career Counselor	CCMR Funds	\$85,000.00
Sub-Total					\$1,231,200.00